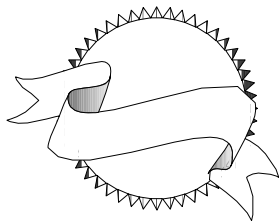


# Montana Certification Standards and Practices Advisory Council

# Treasure State Adviser

News on Issues in Preparation, Certification and Professional Development of Elementary & Secondary Educators in Montana.

Autumn, 2002



**CSPAC**

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**Charla Bunker**, Teacher,  
Great Falls

**Dr. George White**,  
Higher Education,  
Billings

## ***CSPAC Completes Comprehensive Review of Educator Licensure Rules***

The Certification Standards and Practices Advisory Council (CSPAC) convened a special task force to conduct a comprehensive review of Chapter 57 of the Administrative Rules of Montana. These rules define the licensure processes for all teachers, administrators and specialists in Montana schools. The most recent comprehensive review of Chapter 57 was conducted in 1972.

The Chapter 57 Task Force met regularly for more than a year and proposed a variety of new policies to promote a more efficient and effective system of educator licensure. CSPAC forwarded the draft of proposed rule changes to the Board of Public Education in July. Listed below are a summary of proposed rule changes and a timeline for the Board of Public Education rule adoption process.

## **Summary of Recommended Rule Changes**

1. Montana currently offers secondary endorsements at both the 5-12 and the 7-12 levels (10.57.102 ARM). The committee proposed making all secondary endorsements 5-12 and to grandfather current 7-12 endorsed teachers to the 5-12 endorsement. This move would help to facilitate reciprocity with certified teachers from other states, eliminate the need for a middle school endorsement and improve the flexibility for assigning teachers in the middle school grades. The committee also recommended converting the areas of computer science and traffic education to K-12 endorsements.

2. The committee recommended that the BPE eliminate the Pre-Professional Skills Test (PPST) as a requirement for teacher licensure in Montana. The test measures basic skills in reading, writing and math. The committee contended that assessments in other professions focus on the measurement of content knowledge and also on performance-based assessments related to the profession. The NCATE 2000 standards are performance-based and higher education institutions are moving toward the use of multiple assessments to measure student performance. As a group, minority teacher education candidates have not performed well on the PPST.

**Recommendation #2 was approved by CSPAC and then adopted by the Board of Public Education on March 15, 2002. The implementation date for the repeal of the PPST rule as a requirement for teacher licensure went into effect on May 16, 2002.**

3. The committee recommended elimination of the experience requirement for renewal of a teaching license. This change will allow people to maintain their licensure while working in positions outside of education. This change will allow these individuals to continue to complete the necessary renewal requirements to maintain the licensure.

4. Internship Programs: The committee recommended that the administrative internship program be expanded to include

superintendents. This move will help districts to cultivate new superintendents in the same way that principal internships are being used to prepare new principals.

5. The committee has recommended the use of internships to facilitate the movement of licensed teachers to new areas of endorsement. This process will provide teachers with more flexibility in transitioning to different areas of licensure. The internship model would be very similar to the internship process that is currently offered in the fields of special education and school counseling.
6. The committee worked to standardize the language that is used throughout Chapter 57. For example, all references to the term “certificate” have been changed to the term “license.”
7. The committee has recommended language updates for the procedures to guide the process for hearing of requests for revocation or suspension of teacher licenses.
8. The committee also worked to clarify rules and recommended moving some of the items directly related to accreditation issues to the accreditation section of the Administrative Rules of Montana (ARM) in Chapter 55. Rules moved to Chapter 55 define the assignment of substitute teachers, school administrative personnel and the process for application for variances to standards.
9. The committee reviewed the Areas of Permissive Specialized Competency (ASPC) for early childhood and gifted and talented. The committee determined that these rules should remain unchanged and the APSC advocates should work with the Montana University System to develop a prescriptive list of college courses that will count toward attainment of an ASPC. Clearly defining these courses will ensure that teachers are well prepared in the range of competencies necessary to teach these subject areas.
10. The committee recommended the elimination of 10.57.302 ARM, Computer Endorsement Review Committee. This rule had an expiration date of September 1, 1996, but has not been removed from the ARM rules.
11. The committee recommended language to clarify the recency of credit requirements. The purpose here is to make sure that people applying for re-licensure have clear and consistent guidelines for completing the required renewal activities, in a timely fashion, to stay current in their field(s) of endorsement.
12. The committee recommended a new rule that will expand the areas of professional preparation that will qualify an individual for the special education supervisor endorsement. This option would apply to individuals who have completed certain program and experience requirements and hold master’s degrees from accredited institutions in the following areas: special education, special education related services, school psychology, audiologist, physical therapy, occupational therapy, registered nursing, clinical social worker or clinical professional counselor.
13. The committee recommended offering P-12 special education endorsements to individuals who have completed accredited teacher preparation programs in any disability area in special education. This rule will help to attract high quality special education teachers to Montana from other states and provide an avenue to licensure for teachers who have completed specialized teacher preparation, in areas such as hearing impaired and visually impaired.
14. The committee recommended language to establish clear guidelines for the use of substitute teachers, who are working in the place of teachers on extended leaves of absence. Under the proposed rule, a non-certified substitute could fill in for a teacher on leave for a maximum of 35 consecutive teaching days. The proposal will require non-certified substitute teachers to complete 3 hours of training prior to being eligible to substitute teach.
15. The committee recommended an administrative rule to require fingerprint-based federal background checks for applicants for initial Montana licensure, emergency authorizations, reinstatement of lapsed licenses and non-certified substitute teachers.
16. The committee worked with K-12 and higher education representatives to recommend updates to the preparation and licensure requirements for school administrators.

17. The committee recommended several changes to the requirements for class 5 provisional licensure in Montana. The provisional endorsement will not be renewable. Candidates for a class 5 license must complete an accredited professional educator preparation program in the area of teacher, specialist or administrator preparation, within the 3 years of the provisional license.
18. The committee recommended new criteria for the reinstatement of a lapsed license. The new criteria would require the applicant to provide evidence of completion of sixty renewal units in the past 5 years; or evidence of completion of one hundred and twenty renewal units in the past 9 years.
19. The committee recommended several updates to the Class 4 Vocational Licensure requirements to reflect current practices in vocational education. Individuals with class 4-C endorsements in specific technical skill areas will be permitted to maintain their endorsements without needing to progress toward attaining class 4-A endorsements. The committee also recommended licensure pathways to individuals who have completed specialized technical training in fields such as Cisco.
20. The committee recommended updated language for the Class 6 Specialist License to reflect current college course content requirements. The committee also recommended awarding Class 6 licensure to individuals who hold current licenses from the National Association of School Psychologists.
21. The committee recommended a temporary rule to the Board of Public Education to enhance recruitment and retention efforts for teachers, administrators and specialists from other states, who hold standard licenses and have completed professional educator preparation programs from accredited colleges. This temporary rule will enhance efforts to recruit and retain high quality educators for Montana schools. The language of the temporary rule has been incorporated into the ARM changes proposed to the Board of Public Education.

**Recommendation #21 was approved by CSPAC and was then adopted by the Board of Public Education on March 15, 2002. The temporary rule for teacher, administrator and specialist licensure went into effect on May 16, 2002.**

**TEMPORARY RULE:** [effective until June 30, 2003], individuals who meet the following qualifications to practice shall be certified Class 1, 2, 3, or 6 as appropriate.

- (1) Individuals who have held, within the last 5 years, a professional - not alternative or provisional – teacher, specialist, or administrator license from another state in an area certifiable in Montana. This section applies only to individuals who have completed an applicable accredited professional educator preparation program in an area certifiable in Montana; or
- (2) Individuals who have graduated within the last 5 years (January 1997-now) from a teacher, specialist, or administrator preparation program in an area certifiable in Montana that is either accredited by NCATE or a state board of public education; or
- (3) Individuals who hold a current license from the National Board for Professional Teaching Standards in an area that is certifiable in Montana; or
- (4) Individuals who currently hold a provisional (Class 5) license who meet one or more of the above 3 qualifications.

**Such individuals must meet all other nonacademic requirements.**

(Copies of the proposed rule changes are available from the BPE/CSPAC office upon Request.)

## **A Note From the CSPAC Chair**

Greetings Fellow Educators:

Here we are, beginning another exciting academic year. Over the years, the Council has sought to inform the certification process by gathering information from agencies, groups and individuals across the state and the nation. Similarly, the Council has commissioned numerous studies and appropriate research projects, established trial programs and taken note of exemplary practices in order to further inform the certification process. Funding for the council comes from the fees charged for renewal and new teaching certificates. The five standing committees of the Council include: Pre-Professional Preparation and Development Committee, chaired by Gloria Curdy; Research Projects Oversight Committee, chaired by Calvin Spangler; Professional Ethics Committee, chaired by Scott McCulloch; Certification and Endorsements Committee, chaired by Margaret Bowles; and the Professional Development and Renewal Committee chaired by Dr. George White. The Council presents its findings in the form of recommendations to the Board of Public Education.

This year, CSPAC Chapter 57 Task Force, chaired by Margaret Bowles, completed a comprehensive review of the Montana teacher, administrator and specialist certification rules. The updated rules are much more cohesive and contemporary than the version of the rules that will be replaced. The rules have been forwarded by CSPAC to the Board with an anticipated implementation date of November 29, 2002. The CSPAC also sponsored two studies in 2002. Dr. Dori Nielson conducted a study on the supply and demand of educators in Montana entitled, "Who Will Teach Montana's Children? 2002 Follow-Up Study." Dr. Donald Freshour completed a study, as requested by the Montana Legislature, on the implications of the test for teacher certification on Native American teacher education candidates. The requirement for testing for teacher certification in Montana was repealed by the Board of Public Education in March of 2002.

Looking ahead to 2003, CSPAC plans to work closely with the Board of Public Education and our education partners to examine the policy implications for educators in the emerging issues involved with developments in e-learning and the challenges associated with the implementation of the new federal legislation ESEA - No Child Left Behind Act.

In the CSPAC meets quarterly throughout the year and we welcome your input and interest. Agendas are available from the office at 2500 Broadway in Helena. Please contact the office or any Council member if you wish to provide input, or to request a meeting schedule.

Respectfully,

*Calvin Spangler*

Chair, CSPAC

## ***Professional Educators of Montana Code of Ethics***

### **Preamble**

Education in Montana is a public endeavor. Every Montanan has a responsibility for the schooling of our young people, and the state has charged professional educators with the primary responsibility of providing a breadth and depth of educational opportunities.

The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, Montana educators strive to sustain the highest degree of ethical conduct. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

### **The Professional Educator in Montana:**

***Makes the well-being of students the foundation of all decisions and actions.***

- ⊗ Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- ⊗ Provides educational services with respect for human dignity and the uniqueness of the student.
- ⊗ Safeguards the student's right to privacy by judiciously protecting confidential information.

***Fulfills professional responsibilities with diligence and integrity.***

- ⊗ Enhances individual competence by increasing knowledge and skills.
- ⊗ Exemplifies and fosters a philosophy of education which encourages a lifelong pursuit of learning.
- ⊗ Contributes to the development and articulation of the profession's body of knowledge.
- ⊗ Promotes professionalism by respecting the privacy and dignity of colleagues.
- ⊗ Demands that conditions of employment are conducive to high-quality education.

***Models the principles of citizenship in a democratic society.***

- ⊗ Respects the individual roles, rights, and responsibilities of the community; including parents, trustees, and colleagues.
- ⊗ Assumes responsibility for individual actions.
- ⊗ Protects the civil and human rights of students and colleagues.

Adopted by the Certification Standards and Practices Advisory Council on October 30, 1997

## Report: State 1,200 teachers too short

By ERICKA SCHENCK SMITH, IR State Bureau - 07/19/02

HELENA — Montana schools are short by more than 1,200 teachers and are finding it difficult to keep Montana teaching graduates in-state because of low pay, a new report says. Dori Burns Nielson, a research associate at the University of Montana, prepared the report, an update of one she wrote last year, for the Montana Board of Public Education and presented it at the board's meeting Thursday. "I'm troubled by the results that are here," said Board chairman Kirk Miller, adding that the report should be updated at regular intervals.

He said that the previous year's report of an 800-teacher shortage was "a crisis" that has now grown worse by more than 400 open teaching jobs.

In addition, not enough teaching majors are studying in several important areas to fill jobs that do come open, Nielson reported. In music, there were 49 fewer graduates in 2001 than there were job openings for the next school year. In special education, the difference was 33, and in guidance, the difference was 26. "Some positions went unfilled, were eliminated, or were assigned to unqualified personnel," Nielson wrote. "Accreditation reports often note deviations from certification requirements for music, foreign languages, and guidance."

During the 2001-2002 school year, 21 teachers were working with emergency certification — triple the number from 1998-1999 — while teachers working with provisional certificates rose from 334 to 558, Nielson reported.

Miller said the shortage of teachers often leads to a shortage of programs, a problem with sweeping effects.

"If we can't offer the arts and music and all the other opportunities that are available in Atlanta, then Helena, right here, can't attract economic development because parents won't want to move their children," Miller said. Besides attracting in-state graduates to Montana teaching jobs, state schools also have a problem keeping their more experienced teachers. And, more and more often, the reason is money, Nielson said.

Following the 1999-2000 school year, the biggest reasons for a teacher to leave a Montana job were retirement, followed by another in-state job, followed by another out-of-state job, the report said. In 2001-2002, the top reasons for leaving were to obtain a higher salary, followed by another out-of-state job, followed by retirement.

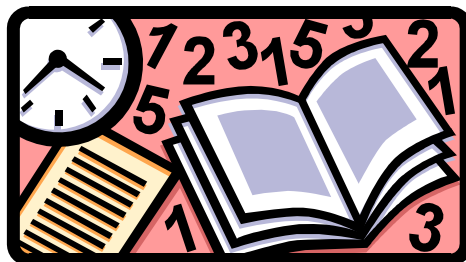
Montana's average teacher salary is 46th in the nation.

The top four factors influencing teacher turnover in 2001-2002 were low salary, lack of state support, annual budget uncertainty and lack of benefits, the report said. A year earlier, low salary was ranked second, but the other four items in the top five turnover factors were isolation, time for change, personal reasons and heavy workloads or disillusionment. Money has also been an issue in schools for other reasons recently.

An interim study committee appointed by the governor and requested by the Legislature spent several months following the 2001 legislative session coming up with recommendations for changing Montana's complicated, enrollment-dependent school funding system.

At least one group, the Montana Quality Education Coalition has threatened to sue over the amount of money provided for public schools and commissioned its own study of the adequacy of state support for schools, to be released Aug. 2.

The Stand Up for Education Coalition also held a series of statewide meetings to talk to parents and other community members about the need for increased funding for both K-12 schools and the Montana University System. But, because of current state budget shortfalls, schools and universities are looking at cuts of more than \$10 million this year. The Legislature will meet in special session, beginning Aug. 5, to discuss those and other potential cuts.



## Introducing the Certification Standards and Practices Advisory Council

The Certification Standards and Practices Advisory Council, created by the 1987 legislature, is composed of seven members and meets quarterly.

The Council makes recommendations to the Board of Public Education regarding certification issues, professional practices, and ethical conduct for Montana educators.

### The Treasure State Adviser

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Advisory Council Members and Staff (from left to right): Chair, **Mr. Calvin Spangler**, School Administrator, Shepherd; **Gloria Curdy**, Media Specialist, Missoula; **Scott McCulloch**, Teacher, Billings; **Steve Meloy**, Executive Secretary for the Board of Public Education, Helena; **Dr. George White**, Higher Education, Billings; **Peter Donovan**, Administrative Officer for CSPAC, Helena; **Margaret Bowles**, Teacher, Townsend; **Tana Haxton**, CSPAC Council Secretary, Helena; **Shelly Fortune**, School Trustee, Butte; (Not Pictured – **Charla Bunker**, Teacher, Great Falls.)

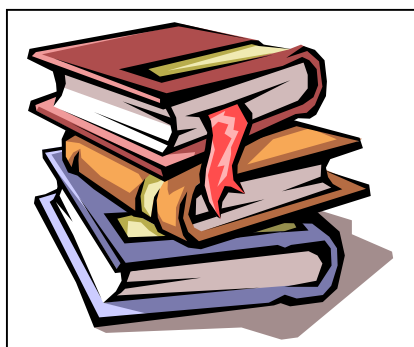
### How to Place Issues Before the Council

Educational organizations, agencies or individuals may present a request, in writing, that the Council consider an issue affecting the certification of teachers, administrators, or specialists in Montana. Certification includes: teacher preparation; standards for certification; standards for professional practices and ethical conduct; and policies on suspension, revocation and denial of certificates.

All requests must include the following information:

- a. The name of the individual or organization submitting the request.
- b. A statement of the nature and extent of the issue or concern.
- c. A summary of the proposal or recommendation.
- d. A statement of the certification rules or policies, which would be affected if the proposal were implemented.
- e. A synopsis of the effects implementation would have on K-12 certification practices in Montana.
- f. A list of organizations, which support the proposal.

All requests must be received in the CSPAC office twenty (20) days prior to a Council meeting if the item is to be placed on the agenda for consideration by the Council. Please contact the CSPAC office to request a standardized form for placing issues before the Council.



Montana Commission on Teaching  
Adopts Vision Statement and Develops

Educational Materials on Effective  
Assessment

Governor Marc Racicot originally created the Montana Commission on Teaching (MCT) in 1996. The MCT is one of 19 state partners of the National Commission on Teaching and America's Future.

The commission's goal is to address issues critical to Montana's teaching profession and to make recommendations for progress. The current commission is made up of 13 members and is administered by the Certification Standards and Practices Advisory Council.

The commission has assisted with two state reports that have helped to shape education policy in Montana. *Quality Teaching, Quality Schools* reviews teacher preparation and professional development practices. *Governor's Task Force on Teacher Shortages/Teacher Salaries Final Report* is the summary document of Governor Racicot's 2000 task force dedicated to addressing Montana's teacher shortage.

In the past year, the commission developed and adopted a vision statement.

The Montana Commission on Teaching Vision for Effective Assessment:

1. Effective Assessment measures learning over time.
2. The primary purpose of assessment is to improve student learning.



3. Assessments must be fair to all students.
4. Student achievement data must be reported accurately to be useful as a school improvement tool.

As Montana continues to design policies and standards, the MCT recommends that these statements guide the decisions of policymakers, media, education groups, higher education institutions, parents, teachers and community members.

Based on the tenets of this vision, the MCT has developed a PowerPoint presentation, brochure and primer on the appropriate use of testing in our Montana schools. These materials will be presented during fall 2002 educator conferences and to various groups throughout 2003. Please contact the CSPAC office to request information on the MCT, or to request a presentation on the MCT assessment materials.

### **2002-2003 CSPAC Meeting Calendar**

<i>September 17</i>	<i>Butte School District</i>	<i>Butte</i>
<i>January 30-31</i>	<i>University of Montana- Western</i>	<i>Dillon</i>
<i>March 12-13</i>	<i>Higher Ed Complex-with BPE</i>	<i>Helena</i>
<i>July 10-11</i>	<i>Higher Education Complex</i>	<i>Helena</i>